The Centre for Training Excellence
For all your VET Practitioner development needs
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Today’s Program

Housekeeping and timetable

1. Findings of strategic VETiS audit outcomes
2. The MOU - expectations, roles and responsibilities
3. Standards for RTOs 2015
4. The Dual Professional
5. Assessment – getting it right!
Findings - VETIS Strategic Audits

- Competency-based training
- Auspice/partnership agreements not followed by one or both parties
- Inadequate monitoring by RTOs in relation to meeting the Standards
- Staff changes, training and assessment being modified without notification to RTO
- Inadequate facilities, equipment and no access to practical work-like environments

Findings - VETIS Strategic Audits

- Limited ability for teachers to gain industry knowledge and skills and undertake ongoing PD directly relevant to the training/assessment delivered.
  - Lack of understanding of the auspice/partnership arrangement
  - Unit selection based on teacher skills rather than (local) industry needs

The Standards for RTOs 2015

At national and State level, the Standards for RTOs, 2015 describe the outcomes all RTOs must achieve under three main areas of operation:

- Training and assessment - Standard 1, 2, 3
- Obligations to learners and clients - Standard 4, 5, 6
- RTO governance and administration - Standard 7, 8

Standards for RTOs 2016

Activity 1
Standards Quiz
Work with a partner

Reflection

Refer to your program for guiding questions

The dual professional

What does that mean to you?

Think, Pair, Share
Vocational experience and expertise is the cornerstone of the VET System

The dual professional

VET professional
- Cert IV TAE
- VET environment
- Teaching and learning

Industry professional
- Industry competency (at least to level assessed)
- Industry currency

Vocational currency
- Challenge for all VET professionals
  - Current industry knowledge and skills
  - Latest technology, products, legislation

  ‘Current industry skills directly relevant to the training and assessment being provided’ (Standard 1 Clause 1.13)

  Must be evident in delivery and assessment

Evidence of industry currency

Engage with industry
- Work in industry (placement)
- Liaise with industry (meetings, email, contact)
- View latest industry equipment or facilities

Evidence of industry currency
- Industry association/committee membership
- Attend workshops/conferences/training
- Subscribe to industry journal/newsletter
- Other media – websites, newspaper

How is this industry engagement and currency being applied in your teaching program?

Capture, map and verify
- Keep evidence
- Use a matrix to show how it relates to units
- Have someone who is industry competent and current verify evidence

DS
Trainer / Assessor Competency Matrix

Qualification National Code: BSB51607
Qualification Title: Diploma of Quality Auditing
Trainer / Assessor: Joe Bloggs
Portfolio Name: Business and Management
Verifier(s) Name and Title: Mia Farook, Principal Lecturer Business and Management Portfolio (Please refer to Central’s verifier requirements)

The following information provides evidence of the trainer / assessor qualifications and current industry skills and knowledge for the relevant unit(s) they train / assess which is a requirement of the Standards for RTOs 2015. Documentary evidence is supplied and attached to this matrix. This matrix should be read in conjunction with the attached trainer / assessor Vocational Competency Activity Log (VCAL). The Verifier has been approved by Central and their details as well as how the verification was achieved is available upon request.

Current Working with Children Card
- Yes  attached
  Verified by: Mia Farook (full name & signature)

TAE40110 Certificate IV in Training & Assessment
- Yes attached
  No (if no, detail supervision arrangements below)
  Verified by: Mia Farook (full name & signature)

Supervision Arrangements including name of Supervisor
- N/A

Other education or training qualification/s, skill sets or units held:
- Yes attached
  Master of Professional Education and Training – Deakin University 2010 (certified copy of qualification and transcript attached)
  Graduate Certificate in Education – Deakin University 2008 (certified copy of qualification and transcript attached)
  Verified by: Mia Farook (full name & signature)

VEET Professional Development Activities:
- Yes noted on VCAL
  Velg Virtual Summit Day 1: new Standards for RTOs 2015 VET Reform Update, ASQA approach to auditing, Effective and Efficient Assessment, Trainer Assessor Requirements, Transition Arrangements
  Verified by: Mia Farook (full name & signature)

Evidence and Trainer/Assessor Matrix

Samples of scanned documents
Identifying alphabetically

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Reflection

Check your program for guiding questions
Getting it right under the new standards

By the end of session you will be able to explain

- The relevance of the Principles of Assessment and Rules of Evidence (from the Standards for RTOs 2015) to your assessment design and judgements
- How and when to validate as per the Standards for RTOs 2015

Plus Minus Interesting (PMI) on Assessment

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

(Standards for RTOs 2015 page 7)

Assessment in Standard 1.8

The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

- complies with the assessment requirements of the relevant training package or VET accredited course; and
- is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Mix and Match Activity

In group of 3 or 4 - Please mix and match the definitions of the Principles of Assessment and Rules of Evidence

Where to from here?

The next step is to make sure that our plans and tools meet the Principles of Assessment and are designed to gather quality evidence to meet the Rules of Evidence.

We can do this by using Central's Assessment Checklist and then asking an independent person to validate the plan and tools.
Reflection

Check your program for guiding questions

Any questions?

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Industry Session Venues

<table>
<thead>
<tr>
<th>Session</th>
<th>Venue</th>
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</thead>
<tbody>
<tr>
<td>Industry Meets Training</td>
<td>3-54 (30 Aberdeen St)</td>
</tr>
<tr>
<td>Information Design Media &amp; Technology</td>
<td>B2-59 (30 Aberdeen St)</td>
</tr>
<tr>
<td>Languages – Asian &amp; European</td>
<td>W509+W510 (25 Aberdeen St)</td>
</tr>
<tr>
<td>Media</td>
<td>Conference Room (133 Newcastle St)</td>
</tr>
<tr>
<td>Visual Art</td>
<td>12 Aberdeen St</td>
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